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belong in the field of supervision of instruction. The literature on supervision should make clear at all times the distinction between the field of supervision and the field of administration. It is perfectly legitimate, however, to give an account of both in order to show how they are interdependent and mutually helpful, whether carried on by the same individual or whether carried on by different persons working in close co-operation. The failure to make this distinction between supervision and administration will lead to confused thinking in both fields and therefore interfere with the development of the science of supervision of instruction. This very fact is shown in the paragraph in the introduction which contains the following:

In the plan used, there are elements of supervision which are distinctly new and which commend themselves as highly worth while. The direct contact of the supervisor with both children and parents as well as with teachers is a feature of supervision in which Professor Pittman has made a pioneer contribution. He appealed to worthy incentives of both children and parents which elicited their co-operation and support in promoting the educational progress of the children and the community, both in school and out of school [p. 3].

There is no question as to the contribution made, but it is an administrative contribution and not a supervisory contribution.

H. W. NUTT

Wisconsin biennial report.—During recent years our ideas concerning education have been rapidly developing. Educational responsibilities have been shifting. State departments of education are assuming, more than ever before, the responsibility for the proper education of the citizen. Continual checking of the achievements of the public schools is necessary in order to assure and guide progress. It is for this reason that existing conditions and recent educational progress in the state of Wisconsin have been investigated.

In the opening chapter of the report¹ State Superintendent Cary outlines the educational needs of the state. The second chapter on enrolment and attendance in the elementary grades sets forth facts of present conditions and recommends desirable state legislation to overcome the difficulties. Chapter iii deals with the growth of the secondary schools in the state. In it are presented problems relating to the tenure of office and qualifications of teachers. Certain modifications of high-school curriculums are proposed. In another chapter are stated the laws governing and the requirements for the establishment of junior high schools in Wisconsin. A curriculum for the junior high school is suggested. Three chapters are devoted to discussions on the newer conceptions of manual arts, the outlook for home economics, and the vitalization of work in elementary schools. In order to vitalize the work in the elementary school the use of the project-problem method is urged, a list of attempted projects for various subjects being given. Chapters viii and ix deal with the

¹ CECILE WHITE FLEMMING (editor), *Educational Progress in Wisconsin*. Madison, Wisconsin: State Department of Public Instruction, 1921. Pp. xi+252.

extent to which Wisconsin schools are utilizing educational and intelligence measurement scales for the improvement of instruction. Two additional chapters set forth the provisions made for detecting exceptional children, the causes tending to produce the exceptional children, the manner of classification, and the methods of handling them. Other chapters deal with the library situation in the schools, the need for consolidation, the training of teachers for rural schools, rural salaries, the training of teachers in service, the supervising teacher at work, and instruction in citizenship. In the appendix are numerous tables pertaining to the public-school system of Wisconsin.

This report is of primary importance to the people and the legislature of Wisconsin as a guide for educational progress. To others it should prove valuable for comparative study. As an example of the use of a report for the emphasis of constructive improvement of a state-school system, it is greatly superior to the more common type which attempts little more than a review of what has been done. It is distinctly a report with a forward look.

A new introductory psychology.—The position which psychology occupies in the general training of a teacher, together with the fact that psychology is just now a very active science, makes a new book in this field of considerable educational interest. The instructor in this subject in normal schools and colleges is particularly desirous of using a book which enables his class to keep abreast of the significant experimental studies. A new study of mental life¹ by Professor Woodworth will therefore be of general interest.

Since the book is an introductory text, the general nature of its content is apparent. The reader will therefore be interested principally in the author's point of view, the organization of the material, and the style of the treatment.

The author's point of view regarding his subject is well expressed in the following paragraphs:

We conclude, then: psychology is a part of the scientific study of life, being the science of mental life. Life consisting in process or action, psychology is the scientific study of mental processes or activities. A mental activity is typically, though not universally, conscious; and we can roughly designate as mental those activities of a living creature that are either conscious themselves or closely akin to those that are conscious. Further, any mental activity can also be regarded as a physiological activity, in which case it is analyzed into the action of the bodily organs, whereas as "mental" it simply comes from the organism or individual as a whole. Psychology, in a word, is the science of the conscious and near-conscious activities of living individuals.

Psychology is not interested either in dead bodies or in disembodied spirits, but in living and acting individuals [p. 17].

In organization the book departs somewhat from the more common mode of treatment. The opening chapter consists, as usual, of general definitions.

¹ ROBERT S. WOODWORTH, *Psychology*. New York: Henry Holt & Co., 1921. Pp. x+580.